

Annual School Library Growth Plan

Date: December 2, 2014

School Librarian: Holly Noel Wagner **School:** Cresthill Middle School

District: Douglas County School

District

G O A L 1	School Improvement Plan Goal (SIP)	<p>Which all-school goal are you aligning with for your first goal?*</p> <p><i>Reading Growth Across Content Areas: median growth percentile at or above 50th percentile</i></p> <ul style="list-style-type: none"> Professional development – helping struggling students with comprehension RtI and progress monitoring of lagging skills Overarching essential questions defined and committed to via syllabi
	HESLP Target area (which area would you like to improve upon and WHY?)	<p>Select a target area from the HESL “Evaluation Rubric” in which you would like to make growth. We recommend targeting an area from the “Leadership” or “Instructional Expert” areas of the HESLP rubric. After identifying which area (i.e., ‘collaboration’), write a brief sentence or so for each of the following:</p> <p>1) WHY you are targeting this area for growth; and,</p> <p>2) HOW this target area is aligned with your school’s goal.</p> <p>I am focusing on HESLP target area III (Leadership) specifically 11 (School Leadership). And HESLP target area II, Instructional Specialist for Staff and Students #4 Instructional Delivery Strategies. Differentiated reading instruction in the content areas lacks consistency; struggling readers need more direct interventions to help them tackle difficult nonfiction text. My focus is on professional development on instructional strategies to differentiate reading in the content areas addresses UIP goal to improve median growth percentiles.</p>
	My SMART goal which is worded to show alignment between SIP and HESL Target area	<p>Based on your target area, write growth plan goal #1 here. How is this aligned with your school’s goal?</p> <p>By March 15, focusing on growth areas as indicated by CMAS and TCAP, the reading growth team of the literacy specialist and myself will collaborate with three content (science, social studies, or math) teachers to co-develop, co-taught reading lessons with groupings (either data-driven or teacher experience), leveled text (from various sources), reading comprehension strategies, and interventions. The goal is to increase the number content teachers who have taught at least one reading comprehension lesson with leveled text this year over last year. This aligns with our UIP of improving our reading growth TCAP scores across the content areas with professional development to help teach content teachers how to teach reading skill (comprehension) with our struggling students.</p>
	My Strategies/Indicators for carrying out my SMART goal	<p>What actions will you need to do to implement your goal?</p> <ol style="list-style-type: none"> Survey the content teachers to determine the number of who have taught a reading comprehension lesson in their content area using leveled text in the past school year. Meet with reading growth team to determine areas of greatest need (both subjects and teachers) based on TCAP and language arts universal screen.

SMART Goals:

☐ Specific ☐ Measurable ☐ Achievable ☐ Results-focused ☐ Time-bound

	<p>3. Once CMAS results are available, meet with reading growth team to determine areas of greatest need based on CMAS (both subjects and teachers).</p> <p>4. During Staff Meeting, present on successes from last school year's interventions. Solicit volunteers.</p> <p>5. Reading growth team hold collaborative meetings with content teachers. Identify essential question (EQ) for unit, hone in on "nugget" that all students need to access in order to answer EQ, find leveled text, identify grouping strategy, identify reading strategy to focus on (SQ4R, RAFT, THIEVES, Scaffold vocabulary, annotation strategy), identify interventions for struggling readers, coach teachers on implementation of lesson, co-teach lessons, co-assess, debrief.</p> <p>6. Survey the content teachers to determine the number of who have taught a reading comprehension lesson in their content area using leveled text in the past school year. Compare from beginning of the school year to monitor change.</p>
My Partners	<p>Who will be your partners in implementing your goal/strategies? List staff members, students, parents or others who will be helping you and your school reach this goal.</p> <p>Literacy specialist, professional learning specialist, administrators.</p>
MEASURABLE EVIDENCE of Leadership, instruction and/or collaboration	<p>What evidence can you provide that is meaningful proof of how you carried out your strategies for your goal?</p> <p>Survey data from the beginning and end of the school year will be compiled, analyzed, and presented. Conclusions and reflections will be posted and uploaded into our evaluation application (CITE).</p> <p>I will upload the three lesson plans onto Google drive so I can link the evidence of professional growth in our evaluation application (we call it CITE in DCSD). These plans will include the video taped lessons, the groupings and rationale, the leveled text and rationale for the methods used, the reading strategies taught and rationale for choosing them, and the interventions included and rationale for those choices as well. I will include a personal reflection on the process and instructional strategies employed. I will also upload samples of student work.</p>
MEASURABLE EVIDENCE of Student Growth	<p>What evidence can you provide that shows how what you taught or implemented resulted in student growth?</p> <p>Formative Assessment: Formative assessment of teacher growth will be monitored throughout the collaborative process utilizing various techniques.</p> <p>Summative Assessment: Survey results indicating the change number of teachers providing reading instruction in the content area using leveled text will serve as the primary summative assessment.</p> <p>We will use reading comprehension assessment data collected by the language arts teams at the beginning and end of the school year to measure reading comprehension growth. Since we have a new statewide assessment data this year, we will not be able to compare TCAP data for growth</p>

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	information. This project will need to continue into future years to get the breadth of reading growth.
REFLECTION	<p>How did this process go for you this year? Did you make changes to you strategies/goals/measurable evidence? What successes did you have? What “aha’s” did you have? Challenges? Please reflect how things went for you this year.</p> <p>So far this year we have surveyed our teachers, met as a team to determine areas of greatest need (science, 8th grade), met with the staff to discuss last year’s successes (our reading growth data from last year was very strong), and set up meetings with specific teachers we are targeting. Through this process we have figured out that the science and social studies teachers are lacking textbook materials that are at different reading levels. Their current textbooks are proving to be at much higher reading levels than they are reporting (i.e., our eighth grade American History book is at a tenth to twelfth grade reading level). After attending AMLE Conference in Nashville, we have been meeting with publishers to find materials that are better leveled for our students. Other challenges are finding the time to hold our collaborative meetings. Our biggest ‘aha’ has been the lack of leveled text for middle school content areas. We are not quite halfway through our school year yet, so we have many more opportunities to work with the content area teachers and achieve our goal.</p>

***If your school goals are not easily available, how are you planning on finding out from your administrator what they are?**

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